

IHSAA DEBATE RULES

Adapted from NSDA

Chapters

- 1.1 Season Tournament Limitations for District Eligibility
- 1.2 Principal Verification
- 2.1 District Tournament Format
- 2.2 State Debate Representation
- 2.3 Alternates
- 3.0 IDC/NSDA Rule Precedence
- 4.0 Judging Guidelines
- 5.1 General Tournament Rules
- 5.2 General Argumentation Rules
- 5.3 Idaho Congressional Debate Adaptations
- 5.4 Policy, Public Forum and Lincoln Douglas Adaptations
- 5.5 Octafinal Debate Bracket
- 5.6 Determining Team Champions
- 6.0 Policy, Public Forum and Lincoln-Douglas Rules
- 7.0 Evidence Rules for Policy, Public Forum, and Lincoln-Douglas Debate
- 7.1 Responsibilities of Contestants Reading Evidence
- 7.2. Definitions of Evidence Violations
- 7.3. Procedures for Resolving Evidence Violations
- 7.4. Penalties for Evidence Violations
- 7.5. Tournament Adjustments
- 8.0 Guidelines for Laptop Use in Debate Events
- 9.1 Congressional Debate
- 9.2 Congressional Debate Legislation Guidelines
- 9.3 Assigning Students to Chambers

1.1 Season Tournament Limitations for District Eligibility

- §A. A school or individual may compete in up to ten tournaments for both speech and debate (ex. 3 debate only, 5 speech/debate combined, and 2 speech only). A tournament is defined as four or more schools.
- §B. No debater may miss more than eight days of school to attend tournaments.
- §C. Any school or individual exceeding the allowed number of tournaments (exception: NSDA) will be ineligible for district and state tournaments.

1.2 Principal Verification

- §A. **Tournament Limits:** A signed Principal Verification Form must be submitted to both district and state tournament managers to verify the number of tournaments attended.
- §B. **Appropriate Debating:** A signed Principal Approval Statement must be submitted to both district and state tournament managers to acknowledge that:
 - 1. Argumentation advanced by debaters from the school will meet the standards of conduct of that school, and
 - 2. Constructive speeches, rebuttals and cross examinations will be appropriate in language and action for public performance by high school students.

2.1 District Tournament Format

- §A. State debate qualifiers will be determined at a district tournament in the manner approved by their Board of Control.
- §B. No school may enter more than sixteen (16) entries in the district tournament. (A Policy team, a Public Forum team, an LD debater and/or a Congressional debater each constitute one entry). No school may enter more than eight (8) LD entries, eight (8) policy entries, eight (8) public forum entries or eight (8) congressional entries.
- §C. The District Board of Control may approve an additional entry or wild card for the district debate tournament to avoid bye rounds (created by an odd number of entries). Note: Byes do not apply to Congressional debate.
- §D. Each district may hold a single or two separate qualifying tournaments(s) for A and B schools. If only one school in A or B classification resides in a district, it may combine with a neighboring district for the qualifying tournaments. Otherwise, the school may enter two entries in each style of debate for a total of eight qualifying entries. Any of the above changes must receive approval of all involved districts' Boards of Control and the IHSAA.

2.2 State Debate Representation

- §A. Representation from district to state shall be based on the actual number of entries that complete all rounds of the district tournament.
- §B. Representation (LD, Policy, PF, Congress) quotas for state debate:

Dist Entries	# to State	Dist Entries	# to State
2 - 6	2	19 - 24	8
7 - 12	4	25 - 30	10
13 - 18	6	31 - 36	12

If there is only one entry in any event, the district manager shall contact the IHSAA for an appeal determining advancement to the State Debate tournament.

§C. **Honest Effort:** If an entry does not complete all rounds at the district tournament, that entry may be included in the count used to determine the number of state qualifiers provided the tournament manager determines that the non-finish was due to emergency circumstances beyond the student's control.

2.3 Alternates

- §A. Alternates shall be determined at the district tournament, in the manner approved by the District Board of Control. Each district may designate two official alternates for each event. In the event a qualifying entry cannot attend State, the official district alternate entry will be entered. Note: Alternates do not receive repair rights at the state tournament.
- §B. Drops shall be reported to the IHSAA and changed on the "Joy of Tournaments" website by noon on the Wednesday preceding State. Drops reported after that time will result in a fine being levied against the school (see speech arts general regulations).
- §C. Alternates replacing late drops will be entered up to the start of the first round at State. First choice will be the alternates from the district reporting the drop. If that alternate is not available, another will be randomly selected from a pool of available district alternates, first from the #1 alternates' pool and then from the #2 alternates' pool.
- §D. Schools choosing to bring official district alternates to the state tournament must register them upon arrival at the tournament site.

3.0 IDC/NSDA Rule Precedence

- §A. The ISATA debate caucus will vote each year during the conference to adopt the current NSDA portion of the debate procedures and rules. This will serve to maintain consistency between the state and national rules.
- §B. All references to the NSDA district tournament should be understood as embodied in the state debate tournament. Procedures and references unique to the district NSDA tournament--including but not limited to the tabulation committee, tabulation method, the national office and a national office referee--should be considered null and void at the state debate tournament.
- §C. The NSDA is in no way affiliated with the state debate tournament. Duties and responsibilities tied to the national office defer to the state grievance committee who acts as the final arbiter at the IHSAA state debate tournament. All decisions rendered by this committee may not be appealed.

4.0 Judging Guidelines

- §A. State debate judges shall complete a digital paradigm posted for coach and student access on the www.isata.org website.
- §B. One policy debate constitutes a judging round. Two LD debates or two Public Forum debates constitute a judging round.
- §C. A judge should not judge an entry more than once.
- §D. Any re-assignment of officials (at the ballot desk or elsewhere) for all rounds of all forms of debate must be verified by re-assignment personnel to affirmatively maintain the same regional balance as determined in the tab room prior to ballots being delivered to the ballot desk for distribution.
- §E. Each school will be provided with a copy of their ballot at the conclusion of the tournament.
- §F. The ballot is the official decision of the judge. Judges are not obligated to "defend a ballot" or answer a coach's questions regarding a ballot decision.
- §G. Oral critiques are not given at state debate.
- §H. Judges do not disqualify contestants. Rule violations shall be reported to the tournament manager.
- §I. When sending judge names to the IHSAA for state debate, coaches must declare all schools with which a judge is affiliated and coded against.
- §J. Any school entering a congressional debate entry in the State Debate tournament shall be required to bring a certified judge that is also a trained Parliamentarian. A trained Parliamentarian shall be defined as an appropriate (to judge) aged person whom the head coach personally verifies is conversant and familiar with Roberts Rules of Order as used by the NSDA at the national NSDA tournament. Such training and verification shall be the sole responsibility of the head coach of the entering school.
- §K. Each judge may select which debate events they prefer to judge at the State Debate tournament. They may choose as few as two or as many as four events on their digital paradigm or during Tournament Registration.

5.1 General Tournament Rules

§A. **Recording:** Permission to record a debate must be obtained in writing from all coaches and debaters involved.

§B. **Scouting** --which is defined as sharing information regarding competitors' cases, arguments, or evidence--is not permitted. No one may scout to obtain and share advance information of an opponent's case. No one other than competing debaters or teams and the judge(s) may flow a round. Any contestant still competing at the tournament may not observe any round. Prior to octafinals, all observers must be affiliated with one of the competing teams. Observers may not participate in any manner during rounds, including flowing, note taking or coaching.

§C. **Disqualification for code manipulation:** Switching code numbers, divisions or partners is grounds for disqualification from the tournament.

§D. **Forfeiture of Round for Tardiness:** An entry will forfeit a round for failure to appear within ten minutes of the scheduled time, unless the delay is caused by the tournament itself. A forfeiture will result in a loss, a rank of 7 (in policy) or a rank of 9 (in congress), and 0 speaker points.

§E. **Timed Road Maps:** To ensure that rounds stay on time, speakers will be allotted a ten second 'road map' before their speech time begins. No arguments may be advanced during this time period.

5.2 General Argumentation Rules

§A. **Topicality:** The first affirmative must define the terms of the proposition either literally or operationally. The first negative may either accept or reject the definition of terms. Any topicality arguments must be initiated in the first negative constructive speech.

§B. **Plans:** In policy debate, the affirmative must present the plan, or a reasonable outline, during the first affirmative constructive speech. The affirmative in Lincoln-Douglas may choose to present a plan--although it is not required--but it must be presented during the first affirmative constructive. Note: Plans are not permitted in public forum debate.

§C. **Counterplans:** In Policy debate and Lincoln-Douglas debate, the negative may choose to present a counterplan--although it is not required--but it must be presented during the first negative constructive speech. A counterplan will be defined as a policy option proposed as an alternative to the Affirmative's plan. The counterplan must not affirm the resolution advanced by the Affirmative side. Note: Counterplans are not permitted in public forum debate.

§D. **New Arguments:** New issues shall not be advanced in rebuttal speeches; however, additional evidence and extensions on previous arguments are appropriate.

5.3 Idaho Congressional Debate Adaptations

Due to state tournament time limitations and differing means of registration from the NSDA district tournament format the following changes are made from NSDA Congress Guidelines:

§A. A **session** is defined as including:

1. A **minimum of 2 ½ - 3 hours.**
2. **12-17 students** as the optimum number for a 2 and one half (2½) hour session; otherwise, a session should be lengthened by 10 minutes per each additional student beyond 17. Chambers may not be larger than 20 students.

§B. As students are not divided into the house and senate, chapter 9.3 Assigning Students to Chambers §1 is null and void. 9.3 Assigning Students to Chambers §2 is the first section applied for purposes of the IHSAA rules.

§C. The main motion to "Suspend the Rules" in any regard shall not be considered or allowed in Congressional Debate at the State Debate tournament.

§D. The Tuesday of the week previous to State Debate shall be determined to be the State Student Congress Workday. On this day, the Student Congress Subcommittee shall meet to collect and determine the legislative packet for the State Championships under the direction of the State Debate Manager. Meetings may be in person or via electronic means as determined by the members of the subcommittee. Each school with one or more State Student Congress qualifiers may submit up to two bills or resolutions to be received by the IHSAA by the date of the State Congress Workday. A member from each District in Idaho shall be named to the Student Congress Subcommittee at the choosing of their members in their district and must be selected prior to the Workday. It shall be the work of the Subcommittee to select the legislation for the preliminary, semi-final, and final sessions. One bill from each school will be selected for the preliminary legislation packet. If a school submits a second piece of legislation, those will be blind drawn into the semi-finals or finals packet. The Student Congress Subcommittee shall select not fewer than ten bills or resolutions to be designated as the Official Agenda for each preliminary chamber. The remaining pieces of legislation shall be split evenly between the semi-final and final packets. Bills and resolutions selected for the Official Agenda shall be posted on the IHSAA website by 4pm on the Thursday the week prior to the State Debate tournament.

§E. Scorers' ranks are inputted, with non-ranked students considered as ranks of 9. The parliamentarian's ranks, up to eighth are inputted as well, with subsequent ranks considered as ranks of 9. Each individual chamber is tabulated independent of the others. Legislators with the lowest cumulative rank total advance to the next level of competition, employing the following tiebreakers: 1) Judges' preference 2) Reciprocal fractions 3) Adjusted cumulative rank total after dropping highest and lowest ranks 4) Reciprocals of adjusted cumulative rank total 5) Rank by the parliamentarian

5.4 Policy, Public Forum and Lincoln Douglas Adaptations

§A. The tournament management will assign five random preliminary rounds. No round will begin later than 9:00 p.m. on the first day.

§B. Contestants will debate two affirmative and two negative preliminary rounds in Lincoln-Douglas and policy debate. These styles of debate will flip for sides in round five. When possible, contestants should meet neither competitors from their own school nor prior opponents.

§C. At the conclusion of the five preliminary rounds, the tournament management will create an octafinal bracket. Octafinals, quarterfinals, semifinals and finals are single elimination rounds.

1. All competitors in the bracket will flip for sides except for prior opponents in Lincoln-Douglas and policy debate, who will be locked on opposite sides.

2. Brackets will be broken to avoid teammates debating each other for as long as possible. When teammates are bracketed against each other, the lower-seeded of those entries will be replaced with the next lower-seeded entry in the bracket not from the same school.

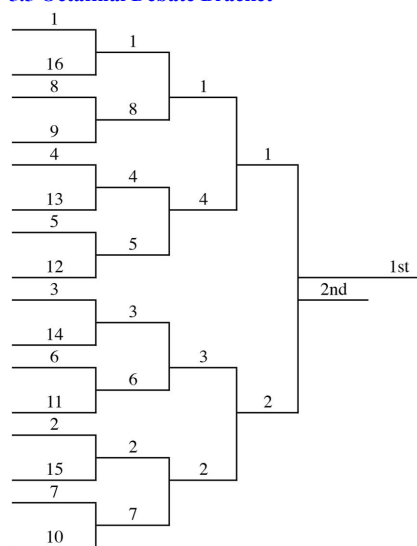
3. Congress will provide a semifinal round to the top thirty-two (32) competitors in the tournament. This may be adjusted up to thirty-six (36) students, depending upon presiding officer selection in (only) the semifinal round. The top eight (8) competitors from each house will advance to the final super congress round.

§D. **Tie Break Procedure:** The determining factors for breaking a tie shall be:

- 1) Speaker ranking. If the tie still exists, the criteria shall be (in this order): 2) head to head, 3) speaker points, 4) drop high and low speaker points, 5) opponents' win-loss record, 6) additional tiebreaker calculations available in the tournament software to avoid ties. In the event that a tie still exists, a coin will be flipped to break the tie. The debate commissioner and tournament manager will oversee this.

§E. **Strike Privilege:** Coaches of debaters in semis and finals will be provided with the names of the judges for those rounds, and will have the opportunity to disqualify one judge. Judges' school and district will be available for the purpose of striking.

5.5 Octafinal Debate Bracket



§B. If sixteen or less entries qualify for the state tournament in a single debate event, all sixteen will receive "octafinalist points" toward sweepstakes, but only the top eight will advance to elimination rounds. In this case, the octafinal round will not occur.

5.6 Determining Team Champions

§A. The state debate tournament divisions will be determined by the number of schools participating in the state tournament. The current alignment

numbers will be used to balance the three divisions in which team champions are determined.

§B. Banners and trophies will be rewarded to the large, medium and small schools. Banners and trophies will not designate classifications. In the event of the need for a tie breaker, the largest divisions would always have the greatest number.

§C. Team winners will be determined based on a combined total of points earned in all four disciplines.

Place	Points	Place	Points
First	15	Semifinalists	12
Second	13	Quarterfinalists	8
		Octafinalists	4

§D. In Congressional Speaking, each of the sixteen competitors in the final super session will earn the equivalent points awarded in the other styles of debate. First place will receive 15 points, second place will receive 13 points, semifinalists (third – fourth places) will receive 12 points. Quarterfinalists (fifth – eighth places) will receive 8 points. Octafinalists (ninth – sixteenth places) will receive 4 points.

§E. Ties in team placement will be broken by:

1. Number of entries advancing into break rounds, then
2. Number of state qualifying entries.

6.0 Policy, Public Forum and Lincoln-Douglas Rules

A. Policy Debate

1. **Resolution:** The resolution will be one requiring a policy judgment. The current national question will be used and will be published in Rostrum and at www.speechanddebate.org/topics.

2. **Entries:** An entry is comprised of two students from the same school; each debating both sides of the resolution and advancing on its own record. No substitution is permitted once the tournament has begun.

3. **Order of Speeches:** Each debater must give one and only one constructive speech, one period of questioning, one period of answering, and one rebuttal speech, in the following order:

Affirmative Constructive Speech	8 minutes
Negative Cross Examines Affirmative	3 minutes
Negative Constructive Speech	8 minutes
Affirmative Cross Examines Negative	3 minutes
Affirmative Constructive Speech	8 minutes
Negative Cross Examines Affirmative	3 minutes
Negative Constructive Speech	8 minutes
Affirmative Cross Examines Negative	3 minutes
Negative Rebuttal	5 minutes
Affirmative Rebuttal	5 minutes
Negative Rebuttal	5 minutes
Affirmative Rebuttal	5 minutes

Prep time 5 minutes per team

4. **Prompting Philosophy:** Oral prompting, except time signals, either by the speaker's colleague or by any other person while the debater has the floor, is discouraged though not prohibited and may be penalized by some judges. Debaters may, however, refer to their notes and materials and may consult with their teammate while they do not have the floor.

5. **Use of electronic devices:** The use of laptop computers is permitted at the National Tournament. The use of laptop computers at the qualifying tournament will be the autonomous decision of each district. Laptop use must comply with the Guidelines for Laptop Use in Debate Events.

6. **Timing:** Timekeepers are an option but not required. If no timekeeper is used, debaters may time for their partners or the judge may keep time. Prep time for each team is five minutes.

B. Public Forum Debate

1. **Resolution:** Specific resolutions for district tournaments held during certain months and the National Tournament topic will be published in Rostrum and at www.speechanddebate.org/topics. Public Forum Debate focuses on advocacy of a position derived from the issues presented in the resolution, not a prescribed set of burdens.

2. **Entries:** An entry is comprised of two students from the same school; each debating both sides of the resolution and advancing on its own record. No substitution is permitted once the tournament has begun.

3. **Procedure and order of speeches:** Prior to EVERY round and in the presence of the judge(s), a coin is tossed by one team and called by the other team. The team that wins the flip may choose one of two options: EITHER the SIDE of the topic they wish to defend (pro or con) OR the SPEAKING POSITION they wish to have (begin the debate or end the debate). The remaining option (SIDE OR SPEAKING POSITION) is the choice of the team that loses the flip. Once speaking positions and sides has been determined, the debate begins (the con team may lead, depending on the coin flip results). Following the first two constructive speeches, the two debaters

who have just given speeches will stand and participate in a three-minute "crossfire". In "crossfire" both debaters "hold the floor." However, the speaker who spoke first must ask the first question. After that question, either debater may question and/or answer at will. At the conclusion of the summary speeches, all four debaters will remain seated and participate in a three-minute "Grand Crossfire" in which all four debaters are allowed to cross-examine one another. The speaker who gave the first summary speech must ask the first question. The speakers from each team will continue to ask and answer questions. Teams should alternate asking and answering questions rather than allowing one team to dominate so that a balance between teams is achieved.

All speakers are encouraged to participate in the Grand Crossfire. Speakers should listen respectfully to opponents' questions and answers.

First Speaker - Team A 4 minutes

First Speaker - Team B 4 minutes

Crossfire 3 minutes

Second Speaker - Team A 4 minutes

Second Speaker - Team B 4 minutes

Crossfire 3 minutes

Summary - First Speaker - Team A 3 minutes

Summary - First Speaker - Team B 3 minutes

Grand Crossfire 3 minutes

Final Focus - Second Speaker - Team A 2 minutes

Final Focus - Second Speaker - Team B 2 minutes

Prep Time 3 minutes per team

4. **Plans/Counterplans:** In Public Forum Debate, the Association defines a plan or counterplan as a formalized, comprehensive proposal for implementation. Neither the pro or con side is permitted to offer a plan or counterplan; rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions.

5. **Prompting Philosophy:** Oral prompting, except time signals, either by the speaker's colleague or by any other person while the debater has the floor, is discouraged though not prohibited and may be penalized by some judges. Debaters may, however, refer to their notes and materials and may consult with their teammate while they do not have the floor and during the Grand Crossfire.

6. **Use of electronic devices:** The use of laptop computers is permitted at the National Tournament. The use of laptop computers at the qualifying tournament will be the autonomous decision of each district. Laptop use must comply with the Guidelines for Laptop Use in Debate Events.

7. **Timing:** Timekeepers are an option but not required. If no timekeeper is used, debaters may time for their partners or the judge may keep time. Prep time for each team is two minutes.

C. Lincoln-Douglas Debate

1. **Resolution:** The resolution will be one requiring a value judgment.

Districts must use the current Lincoln-Douglas topic for the month in which the competition occurs. Refer to Rostrum or www.speechanddebate.org/topics for the current topic.

2. **Entries:** Each contestant will debate both sides. No substitution is permitted once the tournament has begun.

3. **Order of speeches:**

Affirmative Constructive	6 minutes
Negative Cross Examination	3 minutes
Negative Constructive	7 minutes
Affirmative Cross Examination	3 minutes
Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
Affirmative Rebuttal	3 minutes
Prep Time	4 minutes per debater

4. **Timing:** A timekeeper is an option but isn't required. If no timekeeper is used, debaters may time for their opponent or the judge may keep time. Prep time for each debater is four minutes.

5. **Use of electronic devices:** The use of laptop computers is permitted at the National Tournament. The use of laptop computers at the qualifying tournament will be the autonomous decision of each district. Laptop use must comply with the Guidelines for Laptop Use in Debate Events.

7.0 Evidence Rules for Policy, Public Forum, and Lincoln-Douglas Debate

Evidence is one of the important components of arguments in debate rounds. All debaters involved are expected to act in an ethical manner that is in accordance with the rules. In keeping with the National Speech & Debate Association Code of Honor, all participants are expected to use and interpret evidence, evidence rules, and procedures in good faith.

7.1 Responsibilities of Contestants Reading Evidence

A. **Evidence defined.** Debaters are responsible for the validity of all evidence they introduce in the debate. Evidence includes, but is not limited to: facts,

statistics, or examples attributable to a specific, identifiable, authoritative source used to support a claim. Unattributed ideas are the opinion of the student competitor and are not evidence.

B. Oral source citation. In all debate events, contestants are expected to, at a minimum, orally deliver the following when introducing evidence in a debate round: primary author(s)' name (last) and year of publication. Any other information such as source, author's qualifications, etc., may be given, but is not required. Should two or more quotations be used from the same source, the author and year must be given orally only for the first piece of evidence from that source. Subsequently, only the author's name is required. Oral citations do not substitute for the written source citation. The full written citation must be provided if requested by an opponent or judge.

C. Written source citation. To the extent provided by the original source, a written source citation must include:

1. Full name of primary author and/or editor
2. Publication date
3. Source
4. Title of article
5. Date accessed for digital evidence
6. Full URL, if applicable
7. Author qualifications
8. Page number(s)

D. Paraphrasing, authoritative source versus general understanding. If paraphrasing is used in a debate, the debater will be held to the same standard of citation and accuracy as if the entire text of the evidence were read. For example, if a debater references a specific theory by a specific author, the debater must also be able to provide an original source. If a debater were to reference social contract theory in general, that would not be an authoritative source that would require citation. However, if the debater references "John Locke's Social Contract," evidence would need to be available.

E. Ellipses prohibited. In all debate events, the use of internal ellipsis (...) is prohibited unless it is a replication of the original document. Debaters may omit the reading of certain words; however, the text that is verbally omitted must be present in the text of what was read for opposing debaters and/or judges to examine. The portions of the evidence read including where the debater begins and ends must be clearly marked as outlined in 7.1(G)(2).

F. Availability of evidence.

1. In all debate events, for reference, any material (evidence, cases, written citations, etc.) that is presented during the round must be made available to the opponent and/or judge during the round if requested. When requested, the original source or copy of the relevant (as outlined in 7.2) pages of evidence read in the round must be available to the opponent in a timely fashion during the round and/or judge at the conclusion of the round.

2. Original source(s) defined. Understanding that teams/individuals obtain their evidence in multiple ways, the original source for evidence may include, but is not limited solely to, one of the following:

- a. Accessing the live or displaying a copy of a web page (teams/individuals may access the Internet to provide this information if requested).
- b. A copy of the pages preceding, including, and following or the actual printed (book, periodical, pamphlet, etc.) source.
- c. Copies or electronic versions of published handbooks (i.e., Baylor Briefs; Planet Debate, etc.).
- d. Electronic or printed versions or the webpage for a debate institute or the NDCA sponsored Open Evidence Project or similar sites.

3. Regardless of the form of material used to satisfy the original source requirement, debaters are responsible for the content and accuracy of all evidence they present and/or read.

G. Distinguishing between which parts of each piece of evidence are and are not read in a particular round. In all debate events, debaters must mark their evidence in two ways:

1. Oral delivery of each piece of evidence must be identified by a clear oral pause or by saying phrases such as "quote/unquote" or "mark the card." The use of a phrase is definitive and may be preferable to debaters. Clear, oral pauses are left solely to the discretion of the judge.
2. The written text must be marked to clearly indicate the portions read in the debate. In the written text the standard practices of underlining what is read, or highlighting what is read, and/or minimizing what is unread, is definitive and may be preferable to debaters. The clarity of other means of marking evidence is left to the discretion of the judge.

H. Private communication prohibited. Private, personal correspondence or communication between an author and the debater is inadmissible as evidence.

7.2. Definitions of Evidence Violations

A. "Distortion" exists when the textual evidence itself contains added and/or deleted word(s), which significantly alters the conclusion of the author (e.g., deleting "not"; adding the word "not"). Additionally, failure to bracket added

words would be considered distortion of evidence.

B. "Non-existent evidence" means one or more of the following:

1. The debater citing the evidence is unable to provide the original source or copy of the relevant pages when requested by their opponent, judge, or tournament official.

2. The original source provided does not contain the evidence cited.

3. The evidence is paraphrased but lacks an original source to verify the accuracy of the paraphrasing.

4. The debater is in possession of the original source, but declines to provide it to their opponent upon request in a timely fashion (as outlined in 7.4.C).

C. "Clipping" occurs when the debater claims to have read the complete text of highlighted and/or underlined evidence when, in fact, the contestant skips or omits portions of evidence.

D. "Straw argument"

A "straw argument" is a position or argumentative claim introduced by an author for the purpose of refuting, discrediting or characterizing it. Reliance on a straw argument occurs in a debate round when a debater asserts incorrectly that the author supports or endorses the straw argument as his or her own position.

Note: A debater who acknowledges using a "straw argument" when verbally first read in the round, would not be misrepresenting evidence. However, if the debater fails to acknowledge the use of a "straw argument" and their opponent questions the use of such an argument, then that debater has committed an evidence violation.

7.3. Procedures for Resolving Evidence Violations

A. Judges are responsible for resolving disputes between debaters regarding oral citations (7.1(B)); written source citations (7.1(C)); distinguishing between what parts of each piece of evidence are and are not read in a particular round (7.1(G)). When the judge(s) have such a dispute in the round, they must make a written note on the ballot or inform the tabulation committee of the dispute. They must do so particularly if it impacts the decision in the debate. **These decisions may not be appealed.**

B. An appeal can only be made if the issue has been raised in the round with the exception of the issues listed in 7.3(C). Appeals may only be made if judge(s) have misapplied, misinterpreted, or ignored a rule.

C. A formal allegation of violation of the evidence rules is permitted during the round only if the debater(s) allege a violation of 7.2(A) (distortion); 7.2(B) (nonexistent evidence); 7.2(C) (clipping). If a formal allegation of violation of these rules is made during a round, the following procedures must be followed: (see section 7.3(D) for procedures for making a formal allegation after the conclusion of the round):

1. The team/individual alleging a violation must make a definitive indication that they are formally alleging a violation of an evidence rule.
2. The team/individual alleging the violation of the evidence must articulate the specific violation as defined in 7.2(A); 7.2(B) and/or 7.2(C).
3. The judge should stop the round at that time to examine the evidence from both teams/individuals and render a decision about the credibility of the evidence.

a. If the judge determines that the allegation is legitimate and an evidence violation has occurred, the team/individual committing the violation will be given the loss in the round. Other sanctions may apply as well as articulated in 7.3(E).

b. If the judge determines that the allegation is not legitimate and that there is no violation, the team/individual making the challenge will receive the loss in the round.

Note: Teams/individuals may question the credibility and/or efficacy of the evidence without a formal allegation that requires the round to end.

Teams/debaters may make in-round arguments regarding the credibility of evidence without making a formal allegation or violation of these rules. Such informal arguments about the evidence will not automatically end the round, and will be treated by the judge in the same fashion as any other argument.

D. The tabulation committee is authorized to hear: (1) appeals, pursuant to 7.3(B), claiming that a judge ignored, misinterpreted or misapplied rules other than those from which no appeal is permitted pursuant to 7.3(A); (2) appeals from a judge's decision, pursuant to 7.3(C), on a formal in-round allegation of distortion or non-existent evidence (note: judge decisions regarding clipping may not be appealed); and (3) a formal allegation of distortion or nonexistent evidence that is made for the first time after conclusion of the debate.

E. The procedures for making an appeal or post-round formal allegation are as follows:

1. A coach or school-affiliated adult representative from the school(s) competing in the debate or a judge for the round must notify the tabulation committee of intent to submit an appeal or formal post-round allegation within 20 minutes of the end of the debate round. The 20-minute time period begins once the last ballot from all rounds (if flighted, both flights) has been collected by the tabulation committee.

2. The coach must submit the post-round formal allegation to the tabulation committee within 10 minutes of the formal notification of the intent to appeal. The allegation must be in writing and articulate the specific evidence violation that is being challenged. The challenged contestant and coach will then be notified.

3. If the tabulation committee determines that the original protest has merit, the coach or school affiliated adult and contestant(s) being challenged will be given 20 minutes to provide evidence denying, or to the contrary of the claim. If such evidence cannot be offered, the challenged debater(s) will be given the loss in the round and may be subject to additional penalties. If the tabulation committee determines that the allegation is not legitimate and that there is no violation, the team/individual making the challenge will receive the loss in the round.

4. The tabulation committee has the discretion of extending the time limits for these actions if circumstances do not allow a coach or school-affiliated adult to be available within the prescribed time limits.

F. The tabulation committee's decision to disqualify a student can be appealed by the coach or school affiliated adult. The following procedure should be followed:

1. The appeal must be submitted in writing to the tabulation committee within 10 minutes of the notification to disqualify.

2. The tabulation committee will then submit the appeal to the national office referee(s). The committee will contact the national office referee once the written appeal has been received. Both sides will be able to provide written explanations and supporting evidence to defend their individual side.

3. A decision will be rendered in a timely manner. The decision of the national office shall be final and cannot be appealed.

4. No more than one round may occur between the round being protested and the decision of the national office referee.

5. If the appeal is successful and the contestant(s) may now continue in the tournament, they will be put into the appropriate bracket for pairing the debates.

G. If appeals are made in rounds in which multiple judges are being used, normal procedures should be followed to ensure each judge reaches their decision as independently as possible. Judges will be instructed not to confer or discuss the charge and/or answer to the potential violation. It will be possible for one judge to determine that an evidence violation has occurred and the other judge(s) to determine no violation has occurred. The tabulation committee will record the panel's decision in the same fashion as a normal win or loss; the outcome is thus tabulated in the same fashion as a round in which an evidence violation has not occurred. If the majority of the panel finds an evidence violation did not occur, no sanction may be applied to the team/individual charged with the violation. If the majority finds a violation has occurred, the appropriate penalties will be administered.

7.4. Penalties for Evidence Violations

A. If the judge determines that an entry has violated one of the rules listed in 7.3(A) and 7.1(H) (oral citation, written citation, indication of parts of card read or not read, use of private communication), the judge may at his or her discretion disregard the evidence, diminish the credibility given to the evidence, take the violation into account (solely or partially) in deciding the winner of the debate, or take no action.

B. If a debater(s) commits an evidence violation for "clipping" (7.2(C)), the use of a "straw argument" (7.2(D)) or the use of "ellipses" (7.1(E)) will result in a loss for the debater(s) committing the evidence violation. The judge should award zero speaker points (if applicable), and indicate the reason for decision on the ballot.

C. If debater(s) commits an evidence violation of "distortion" (7.2(A)) or have used "nonexistent evidence" (as defined by 7.2(B)) the offending debater(s) will lose the debate and be disqualified from the tournament. However, if a debater(s) loses a round due to "non-existent evidence" (7.2(B)) violation during an in-round formal allegation, but can produce it after the round within 20 minutes to the tabulation committee, the committee may decide not to disqualify the entry. The loss that was recorded by the judge may not be changed. If a post-round protest is levied against a debater for not providing evidence or an original source in round (non-existent evidence), and the judge confirms they in fact did not provide the evidence in a timely fashion when requested in round, the debater(s) will lose the round and be disqualified from the tournament. However, if a debater(s) produces the evidence within the post-round challenge period, that debater(s) may avoid disqualification.

D. Evidence infractions violate the Code of Honor. Depending on the severity, an offense may result in notification of said offense to the contestant's high school administration and chapter sponsor, loss of all District and/or National Tournament merit points, including trophy and sweepstakes points for the offending student(s), and/or revocation of Association membership. These decisions would be left to the national office, and not the individual District Committee.

7.5. Tournament Adjustments

A. Under no circumstance will a tournament or part of a tournament be re-run because of a violation of these rules. B. In the case of a disqualification of a debater(s), all ranks and decisions of other debater(s) made prior to the start of the round being protested stand and no revision of past round ranks will take place. Penalties listed in 7.4 will be applied.

C. When a round has been held between the round being protested and a final decision regarding the protest, the result of that round will be recorded as follows:

1. If the protest is upheld, and a debater is disqualified, the opponent of the disqualified debater will receive a forfeit win.

2. If the protest is overruled, and the protesting debater won the protested round, no revision of the result on the ballot will take place.

3. If the protest is overruled, the protesting debater lost the protested round, and had no previous losses, no revision of the result on the ballot will take place.

4. If the protest is overruled, the protesting debater lost the protested round, and had a previous loss, the opponent will receive a forfeit win regardless of the result on the ballot.

8.0 Guidelines for Laptop Use in Debate Events

A. Computers equipped with removable wireless cards must have the cards removed before the beginning of any round of competition. It is the responsibility of the contestant to disengage the equipment.

B. Computers with built-in wireless capability may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.

C. Wired connections (Ethernet or phone) during rounds of competition are not permitted.

D. Computers or other electronic devices may not be used to receive information from any source (coaches or assistants included) inside or outside of the room in which the competition occurs. Internet access, use of email, instant messaging, or other means of receiving information from sources inside or outside of the competition room are prohibited. (This does not prohibit non-electronic communication between debate partners during prep time.)

E. Penalty: Contestants found to have violated provisions A through C above will forfeit the round of competition and receive zero merit points. Contestants found to have violated provision D (above) will be disqualified from the tournament and will forfeit all rounds and merit points.

F. Availability of Evidence: Contestants electing to use computers have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. Printers may be used. Evidence may be printed in the round or produced electronically, but must be provided in a format readable by the opposing team and the judge.

G. Contestants electing to use computers are responsible for providing their own computers, batteries, extension cords, and all other necessary accessories. Tournament hosts will not be responsible for providing computers, printers, software, paper, or extension cords for contestants.

H. Because public speaking decorum remains an important element of debate, all debaters are expected to stand at the front of the room facing the judge while speaking.

I. Contestants choosing to use laptop computers and related equipment accept the risk of equipment failure. Judges and/or contest directors will give no special consideration or accommodation, including no additional speech time or prep time, should equipment failure occur.

J. By choosing to use laptop computers in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

9.1 Congressional Debate (These may have been modified by 5.3 Idaho Congressional Debate Adaptations)

1. A session is defined as including:

A. Minimum of three hours.

B. 18-20 students as the optimum number for a three-hour session; otherwise, a session should be lengthened by ten minutes per each additional student beyond 20. Chambers may not be larger than 30 students.

C. Election of a presiding officer. The presiding officer must be elected with a majority of the vote- if one candidate does not receive a majority of votes, eliminate the candidate with the fewest votes and vote again. If candidates are tied for the fewest number of votes, vote to determine which of the tied candidates should remain in contention. Repeat this process until one candidate receives a majority of votes.

D. New seating chart (necessary accommodations for students with special needs may be made).

E. Resetting of precedence/recency. See 'Recognizing Speakers' below.

F. New legislation that has not been debated in a previous session at that tournament.

2. Recognizing Speakers

A. When more than one speaker seeks the floor, the presiding officer must follow the precedence/recency method:

1) First recognize students who have not spoken during the session.

2) Next recognize students who have spoken fewer times.

3) Then recognize students who spoke earlier (least recently).

B. Before precedence is established, the presiding officer should recognize speakers fairly and consistently. They may not link recognition of speakers to previous recognition of students asking questions, moving motions, or longest standing (standing time).

C. During any session, precedence/recency should not reset, to ensure that all students in a chamber have an equal opportunity to speak and receive evaluation from scorers. When a new session begins, precedence/recency will be reset along with a new seating chart, and election of a presiding officer.

D. Before precedence is established, the presiding officer should explain their recognition process and it must be fair, consistent and justifiable.

E. Scorers will include answers to questions when evaluating speeches.

F. A speaker may yield time on the floor during debate (for questions or clarifications) but that speaker will remain in control of their three minutes (see #6 below regarding questioning).

3. Speeches introducing legislation are allotted up to three minutes, followed by two minutes of questioning by other delegates. A student from the school (or at the national level, the district) who wrote the legislation gets the privilege of recognition (called authorship), regardless of precedence; otherwise the presiding officer may recognize a “sponsor” from the chamber, provided this recognition follows the precedence guidelines above. Regardless, this speech of introduction must be followed by two minutes of questions. Should no student seek recognition for the authorship/sponsorship, the chamber will move to lay the legislation on the table until such time that a student is prepared to introduce it.

4. The first negative speech must be followed by two minutes of questions.

5. Following the first two speeches on legislation, the presiding officer will alternately recognize affirmative and negative speakers, who will address the chamber for up to three minutes, followed by one minute of questioning by other delegates. If no one wishes to oppose the preceding speaker, the presiding officer may recognize a speaker upholding the same side. When no one seeks the floor for debate, the presiding officer may ask the chamber if they are “ready for the question,” at which point, if there is no objection, voting may commence on the legislation itself. There is no “minimum cycle” rule; however, if debate gets “one-sided,” the chamber may decide to move the previous Question.

A. In the event a student speaks on the wrong side called for by the presiding officer and the error is not caught, the speaker shall be scored and the speech shall count in precedence, but the speaker must be penalized at least three points for not paying close attention to the flow of debate.

B. In the event a student speaks on an item of legislation not currently being debated, said speech shall count in precedence, but zero points shall be awarded.

6. The presiding officer fairly and equitably recognizes members to ask questions following each speech. The presiding officer starts timing questioning periods when they have recognized the first questioner, and keeps the clock running continuously until the time has lapsed. Speakers are encouraged to ask brief questions, and may only ask one question at a time (two-part/multiple-part questions are not allowed, since they monopolize time and disallow others to ask their questions). There is no formal “permission to preface,” however; presiding officers should discourage students from making statements as part of questioning, since that is an abusive use of the limited time available.

7. The presiding officer will pause briefly between speeches to recognize any motions from the floor; however, they should not call for motions (at the beginning of a session, the presiding officer should remind members to seek their attention between speeches).

8. Amendments must be presented to the presiding officer in writing with specific references to lines and clauses that change. This must be done in advance of moving to amend.

A. The parliamentarian will recommend whether the amendment is “germane”—that is, it upholds the original intent of the legislation—otherwise, it is considered “dilatory.” The title of the legislation may be changed.

B. A legislator may move to amend between floor speeches. Once that motion is made, the presiding officer will read the proposed amendment aloud and call for a second by one-third of those members present, unless he/she rules it dilatory.

C. Should students wish to speak on the proposed amendment, the presiding officer will recognize them as per the standing precedence and recency, and

the speech will be counted toward their totals, accordingly.

D. Simply proposing an amendment does not guarantee an “author/sponsor” speech, and any speeches on amendments are followed by the normal one minute of questioning.

E. Amendments are considered neutral and do not constitute an affirmative or negative speech on the original legislation.

F. If there are no speakers or the previous question is moved, the chamber may vote on a proposed amendment without debating it.

9. All major voting (such as the main motion/legislation) which a Congressperson’s constituents should have a record of, shall be done with a counted vote. Secret balloting is used when voting for presiding officer.

10. Student should ask permission to leave and enter the chamber when it is in session (move a personal privilege). However, do not interrupt a speaker who is addressing the chamber.

11. Use of Evidence

A. Visual aids are permitted in Congressional Debate, provided they do not require electronic retrieval devices in the chamber.

B. All evidence used is subject to verification. Honesty and integrity are of utmost importance in legislative debate. Falsification or deliberate misuse of evidence may result in the legislator being suspended by tournament officials.

C. The use of laptop computers is permitted at the National Tournament. The use of laptop computers at the qualifying tournament will be the autonomous decision of each district. Laptop use must comply with the Guidelines for Laptop Use in Debate Events.

12. Since the rules above ensure fairness for competition, they may not be suspended; the presiding officer should rule such motions out of order; except to extend questioning and allow for open chambers provided the tournament staff permits doing so.

9.2 Congressional Debate Legislation Guidelines

Most legislation should have a national/domestic focus that the U.S. Congress would have jurisdiction over, taking the form of a bill. A bill establishes details behind how a particular law must work, including when it takes effect, how much tax levy would be appropriated (if applicable), how infractions/violations will be dealt with, etc. A bill may answer the who, what, when, where—and most specifically how—but it will never answer “why.” “Legislators explain rationale behind bills in their speeches, and how a bill implements its solution can spark deeper, more meaningful debate.

Students should consider what the U.S. Congress has jurisdiction over. Since the Executive Branch runs most of the agencies that enforce federal laws, understanding those helps; for more information, visit

www.usa.gov/Agencies/Federal/Executive.html. While foreign affairs often fall under the jurisdiction of the Executive Branch, funding efforts such as USAID can have an impact on the success or failure of United States involvement in other countries, and therefore, can be framed as a bill.

Inspiration for legislative ideas can be found at thomas.loc.gov.

Writing an effective bill involves more time and research than researching one written by someone else. A student must ask her/himself what the legislation does, who is involved (government agencies), where it happens, when it is feasible to take place and how much time is needed for implementation, and how it should be carried out (a plan of action). All of these questions must be answered in writing the sections of the bill, with thoughtful consideration as to how thoroughly each section explains its plank of implementing the overall bill’s plan of action.

Resolutions are simply position statements on issues Congress does not have jurisdiction over (such as a foreign issue, although a bill can suggest foreign aid), or further action (such as amending the Constitution). Resolutions lack the force of law, and never establish enforcement.

Appropriate topics exhibit seriousness of purpose. The action proposed should be feasible, and such that the actual United States Congress might debate it.

Topics should be debatable, meaning substantive argumentation exists on both sides. Legislation should be typed and double-spaced with line numbers, not exceeding one page. Capitalizing the words “WHEREAS” and “RESOLVED” in resolutions, and “SECTION” in bills, as well as inverse-indenting each clause or section helps to distinguish between ideas and concepts.

The samples above show proper formatting. In the resolution, note the semicolon, and how it precedes the word “and” at the end of each “whereas” clause, and the phrase “now, therefore, be it” at the end of the last “whereas” clause.

A Bill to Establish a Specific Policy

BE IT ENACTED BY THIS CONGRESS THAT:

1. SECTION 1. State the new policy in a brief

2. declarative sentence, or in as few

3. sentences as possible.

4. SECTION 2. Define any ambiguous terms inherent

5. In the first section.

6. SECTION 3. Name the government agency that will
7. oversee the enforcement of the bill
8. along with the specific enforcement
9. mechanism.
10. SECTION 4. Indicate the implementation
11. date/timeframe.
12. SECTION 5. State that all other laws that are in
13. conflict with this new policy shall
14. hereby be declared null and void.

A Resolution to Urge Further Action on a Specific Issue

1. WHEREAS, State the current problem (this needs
 2. To be accomplished in one brief
 3. sentence); and
 4. WHEREAS, Describe the scope of the problem
 5. cited in the first whereas clause (this
 6. Clause needs to flow logically from the
 7. first); and
 8. WHERE AS, Explain the impact and harms allowed
 9. by the current problem (once again,
 10. the clause needs to flow in a logical
 11. sequence); now, therefore, be it
 12. RESOLVED, By this Congress that: state your
 13. recommendation for dealing with the
 14. problem (the resolution should be a
 15. clear call for action); and be it
 16. FURTHER RESOLVED, That (an *optional* additional
- made once a chamber has convened.

17. recommendation ; if not used, end the
18. previous clause with a period).

Note: Legislation that is submitted for consideration at the district and/or national tournament may be rejected if serious issues exist with the adherence to these guidelines. Templates for bills, resolutions, and resolutions to amend the Constitution are available online at www.speechanddebate.org.

9.3 Assigning Students to Chambers

1. All participating schools can choose to enter zero, one, or two students to participate in the Senate. The request of specific students to be entered in the Senate shall be honored. A minimum of eight (8) schools must participate in the Senate for a District Senate to be held.
2. When entering students in the House, schools shall determine the grouping of individual students from their schools, as long as the number of entries in each house is approximately equal (i.e., three houses 3-3-2 or two houses 4-3). Placement of a school's groups into specific chambers shall be done by blind draw, but the tournament director may adjust placement of individual school groupings, so that chambers are approximately equal in size.
3. A chamber shall seat no more than 30 contestants.
4. Chamber assignments shall be made at registration and are final. At registration, alternates listed on the entry form (or alternates with a letter signed by the school principal) may be seated in the chamber replacing an absent student from the same school.
5. No changes in the District Congress entry or in those seated in the Congress may be